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## **Guide to Recommendations in the Report**

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## **I. Introduction**

This report is the culmination of ten months of work by the One-Stop Competencies Work Group (March - December 1996). The purpose of this report is to recommend to the Task Force a list of competencies for One-Stop front-line staff. It is intended that these competencies be the basis for a voluntary system of competency-building in California One-Stop Centers. The competencies recommended by the Competencies Work Group are meant to be an aggregate of knowledge and talents represented in the staff as a whole. No one person is expected to demonstrate all of these competencies; rather these competencies are recommended as an ensemble.

As a result of its research into competency-building, the Work Group adopted a systems approach to this study. As such, the Work Group found that a study of front-line staff competencies could not be conducted in isolation of customer needs. The Work Group included other important factors in this report such as management and clerical competencies, worker traits and characteristics, environmental characteristics, implementation strategies, staff development, ethical considerations, legal issues, certification issues along with equipment and supplies to do the work. Because of the systems approach, the recommendations contained in this report go beyond a listing of core competencies and embrace issues that are recognized as belonging to the competency-building system.

The Work Group separated its research into four distinct areas. The Work Group first reviewed One-Stop competency-building programs from other states as well as national organizations such as the Secretary's Commission on Achieving Necessary Skills (SCANS), National Occupational Information Coordinating Committee (NOICC) and the National Association of Workforce Development Professionals (NAWDP). State programs that were reviewed included Maryland, Missouri, Michigan, Indiana and Oregon. In addition, the Work Group studied the front-line staff competency-building program of one of the most successful companies in the world, the Walt Disney Company. Second, the Work Group interviewed guest speakers and drew upon the experience of group members to develop a preliminary list of front-line staff competencies. The Work Group also discussed the various analytical tools available for deriving core competencies. The Work Group concluded that the use of the DACUM process was the most appropriate for the needs of this study. The Work Group also participated in a modified competency-building exercise the purpose of which was to validate in-part the research findings. The results of which were reported to the Task Force on June 5, 1996. Third, upon the request of the Task Force, the Work Group



designed a full DACUM study to broaden and validate the work thus far. An outside consultant was hired to conduct a two-day DACUM study with twelve front-line staff representing eight self-identified one-stop centers in Southern California. Fourth, the Work Group validated the DACUM findings through three focus sessions held around the state. The post-DACUM focus sessions included groups of employers, job seekers, other front-line staff, and training providers. The details on the DACUM study will be reported in a separate report, The One-Stop DACUM Study, December 10, 1996.

Out of this total process, the Work Group identified three functional areas of Basic Skills and seventeen functional areas for Front-line-Staff Competencies. In addition, the Work Group identified key staff characteristics that go beyond the training and educational needs of the system. Enthusiasm and commitment to serving the clients are universally recognized as a characteristics that all staff needs to possess.



## **II. Recommended Basic Skills and Front-Line Staff Competencies**

This section makes recommendations regarding basic skills and staff competencies. Basic skills are those skills that will be needed by every member of a One-Stop staff. The recommended front-line staff competencies are an aggregate of knowledge and talents represented by the entire One-Stop staff. Both the basic skills and staff competencies are to be maintained through a statewide voluntary system. The list of recommended competencies below is a compilation of the research performed by the Work Group including the preliminary recommendations reported to the Task Force on June 5, 1996, the DACUM study and the post-DACUM focus sessions (Please refer to The One-Stop DACUM Study for details on the development of the competencies recommendations).

The Work Group identified functional areas that are found on the left side of the tables below. Functional areas are preferred over job titles because centers have different titles and job descriptions. Tasks within each functional area can be assigned to different people within a One-Stop Center and being competent in those tasks will require different training for each staff person. The tasks or skills within each functional area are found on the right side of the tables.

The Work Group defined a front-line staff person as anyone who provides a direct service to a customer. One-stop customers are considered to be job, education and training seekers and employers. In considering the skills and competencies listed below, please note that in many of the current one-stop centers, there is not a clear distinction between management, clerical and front-line functions. Front-line staff, as defined, reported to the Work Group that everyone does a little of everything to get the job done. Front-line staff do perform clerical as well as management tasks in addition to customer services. Whereas, the Work Group focused its attention on competencies for front-line staff, it was impossible to separate management, clerical and front-line staff duties. The Work Group therefore, touched briefly on clerical support and management tasks.



## Basic Skills for All Staff

<p><u>Communication Skills</u></p>	<ol style="list-style-type: none"> <li>1. Listening - Apply active listening skills. Receive, attend to, interpret, and respond to verbal messages and other cues.</li> <li>2. Reading - Locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.</li> <li>3. Writing - Write effective reports, case notes, letters, and contracts. Communicate thoughts, ideas, information, and messages in writing and create documents such as letters, directions, manuals, reports, graphs, and flow charts.</li> <li>4. Speaking - Organize ideas and communicate them orally.</li> </ol>
<p><u>Thinking Skills</u></p>	<ol style="list-style-type: none"> <li>5. Creative thinking - Generate new ideas.</li> <li>6. Decision-making - Specify goals and constraints, generate alternatives, consider risks, and evaluate and choose best alternative.</li> <li>7. Arithmetic - Perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.</li> <li>8. Problem solving - Recognize problems and devise and implement plan of action.</li> <li>9. Learning - Uses efficient learning techniques to acquire and apply new knowledge and skills.</li> <li>10. Reasoning - Discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.</li> <li>11. Visualization - Organize, and process symbols, pictures, graphics, objects and other information.</li> </ol>
<p><u>Interactive Skills</u></p>	<ol style="list-style-type: none"> <li>12. Interviewing - Solicit and record information from others.</li> <li>13. Public speaking - Develop and deliver a speech or lecture in a public forum or in a class setting.</li> <li>14. Public relations - Develop positive relations with the general public through written, verbal and visual mediums.</li> <li>15. Group participation - Work in groups and teams.</li> <li>16. Group facilitation - Facilitate meetings and teams.</li> <li>17. Training - Develop and provide employment and training</li> </ol>





(Interactive Skills cont.)	lectures, presentations and classes. 18. Resources - Use career development resources and techniques designed for specific groups. 19. Computer - Use computer based information systems. 20. Interpersonal skills - Teach others new skills, exercise leadership, and negotiate agreements. 21. Skills to develop and establish linkages with local service providers.
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## Front-Line Staff Competencies

Basic Staff Knowledge	<ol style="list-style-type: none"> <li>1. Knowledge of the One-Stop Career Centers System.</li> <li>2. Knowledge of the local center.</li> <li>3. Knowledge of legal and ethical issues that impact a One-Stop center. Ability to use computer-assisted career guidance appropriately.</li> <li>4. Ability to keep pertinent information confidential in cooperation with One-Stop partners.</li> <li>5. Knowledge of applicable employment laws (<b>Refer to section V of this report.</b>)</li> <li>6. Knowledge of policies of the One-Stop Center.</li> <li>7. Knowledge of how to access employment and job search information on the Internet.</li> <li>8. Knowledge of a professional code of ethics.</li> <li>9. Knowledge of different cultures to interact effectively with all populations.</li> <li>10. Knowledge of supportive services in the area.</li> <li>11. Knowledge of staff competencies.</li> <li>12. Knowledge of other local employment programs, optional services and resources.</li> <li>13. Knowledge of how to make a referral.</li> <li>14. Knowledge of changes taking place in the economy, society, and the job market.</li> <li>15. Knowledge of education, training, employment trends, labor market and career resources.</li> <li>16. Knowledge of basic concepts related to career counseling such as career development, career progression and career patterns.</li> <li>17. Knowledge of the changing gender roles and how these impact on work.</li> <li>18. Knowledge of employment information and career planning materials.</li> <li>19. Knowledge of employment-related requirements such as labor laws, licensing, credentialing, and certification.</li> <li>20. Knowledge of state and local referral services or agencies for job, financial, and social services.</li> <li>21. Knowledge of federal and state legislation that may influence career development programs.</li> </ol>
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<p>Employment Counseling<sup>1</sup></p>	<p>22. Knowledge of career development theories and techniques.</p> <p>23. Knowledge of decision-making and transition models.</p> <p>24. Knowledge of developmental issues as related to the individual's ability to obtain and retain a job.</p> <p>25. Knowledge of the role of relationships to facilitate personal, family and career development.</p> <p>26. Skills to build productive relationships with center customers.</p> <p>27. Skills to use appropriate individual and group counseling techniques to assist individuals with career decisions and career development concerns.</p> <p>28. Skills to assist individuals in identifying influencing factors in career decision-making.</p> <p>29. Skills to assist individuals in changing biased attitudes that stereotype others by gender, race, age and culture.</p> <p>30. Skills to assist individuals in understanding the relationship between interpersonal skills and success in the workplace.</p> <p>31. Skills to assist individuals in setting goals and identifying strategies for reaching goals.</p> <p>32. Skills to assist individuals to continually reassess their goals, values, interests, and career decisions.</p> <p>33. Skills to assist individuals in preparing for multiple roles through their lives.</p> <p>34. Knowledge of computer case management systems and ability to train others in those systems.</p>
<p>Job, Education and Training Seeker Assessment<sup>2</sup></p>	<p>35. Knowledge of assessment techniques and measures of skills, abilities, aptitudes, interests, values, and personalities.</p> <p>36. Skills to identify assessment resources as appropriate to specific situations and populations.</p> <p>37. Skills to administer, interpret, and personalize assessment data in relation to the career development needs of the individual.</p> <p>38. Knowledge of employment testing tools including the limitation and appropriateness of testing tools.</p> <p>39. Assess eligibility of the job, education and training seeker.</p> <p>40. Assess the suitability of the program for the customer.</p> <p>41. Assess barriers to employment for job seekers.</p>

<sup>1</sup> Employment counseling competencies recommended by the Work Team are intended to be complementary to professional standards established by accrediting organizations. It is not the intent of the Work Group to develop new professional standards but to comment on those that have been found to be essential by the Work Group.

<sup>2</sup> Ibid.



(Assessment Cont.)	<p>42. Assess basic skill levels of job, education and training seekers.</p> <p>43. Assess aptitudes of the job, education and training seekers.</p>
Job Search	<p>44. Provide job listings for all available jobs in the area.</p> <p>45. Conduct effective job placement activities.</p> <p>46. Provide electronic information on available jobs, occupations and job readiness requirements.</p> <p>47. Provide access to national and international job banks, talent banks and Internet job search capabilities.</p> <p>48. Gather Labor Market Information.</p> <p>49. Maintain contacts with established employers.</p> <p>50. Develop a newsletter with job orders.</p> <p>51. Coordinate and attend job fairs.</p>
Marketing	<p>52. Develop and implement a marketing plan.</p> <p>53. Recruit job seekers</p> <p>54. Recruit job providers (employers).</p> <p>55. Coordinate employer and employee networking opportunities.</p> <p>56. Participate in external meetings.</p> <p>57. Prepare materials for presentations e.g., multi-media.</p>
Customer Training	<p>58. Provide in-house workshops on resume writing, interview, job search, self esteem, labor market information, job satisfaction, personal enhancement, consumer credit, decision-making and how to be an entrepreneur.</p> <p>59. Develop customized training with training providers.</p> <p>60. Initiate on the job training agreements with employers.</p> <p>61. Monitor training schools.</p> <p>62. Develop work experience and job internship opportunities.</p> <p>63. Coordinate and provide job shadowing experience.</p> <p>64. Provide crisis intervention training for staff.</p>
Management of Customer Activity	<p>65. Develop and maintain case management system.</p> <p>66. Write case notes.</p> <p>67. Assist job, education and training seeker to develop an action plan.</p> <p>68. Schedule necessary activities.</p> <p>69. Assist in the development of resumes for job seekers.</p> <p>70. Follow up on customer activities such as student monitoring.</p> <p>71. Track supportive services funds for eligible customers.</p> <p>72. Coordinate training extensions of unemployment benefits.</p>
Employer Services	<p>73. Provide rapid response to businesses that are down-sizing.</p> <p>74. Assess the specific needs of employers.</p>



(Employer Services Cont.)	<p>75. Provide a talent bank for employer review.</p> <p>76. Provide Labor Market Information that will assist an employer's decision-making.</p> <p>77. Provide training on how to use Labor Market Information.</p> <p>78. Provide employer training on the One-Stop electronic system.</p> <p>79. Develop incentives for employers to use the One-Stop center.</p> <p>80. Develop an employer contact and retention process.</p>
Information and Referral Services	<p>81. Develop and provide comprehensive orientation.</p> <p>82. Provide counseling or refer customer to the appropriate counseling service.</p> <p>83. Refer to outside agency for basic skills training.</p>
Labor Market Information	<p>84. Refer to the Principles for One-Stop Information Training (POSIT) Work Group.</p>
Center Implementation	<p>85. Knowledge of program adoption and planned change strategies.</p> <p>86. Knowledge of barriers affecting the implementation of career development programs.</p> <p>87. Skills to implement individual and group programs such as assessment, decision-making, job seeking, career information and career counseling.</p>
Maintain a Secure Environment	<p>88. Develop and implement a security plan.</p> <p>89. Develop and maintain a personal identification system.</p> <p>90. Provide on-site security.</p> <p>91. Intervene in crisis situations.</p>
Information Systems	<p>92. Design data gathering and tracking systems.</p> <p>93. Develop and maintain electronic information resources</p> <p>94. Survey schools for eligibility.</p> <p>95. Develop, implement, and evaluate survey instruments.</p>
Clerical Duties	<p>96. Provide front-line customer service.</p> <p>97. Provide word processing.</p> <p>98. Assist with correspondence.</p> <p>99. Provide data encoding.</p> <p>100. Manage room scheduling.</p> <p>101. Develop &amp; maintain filing system.</p> <p>102. Monitor &amp; distribute library materials.</p> <p>103. Distribute the mail.</p>
Administering the Center	<p>104. Develop and design programs and special projects.</p> <p>105. Seek partners to share responsibilities and resources.</p> <p>106. Write grants.</p> <p>107. Develop contracts.</p>



(Administering the Center Cont.)	<p>108.Manage budgets.</p> <p>109.Develop purchasing and infrastructure plans.</p> <p>110.Edit &amp; revise reports for compliance purposes.</p> <p>111.Provide staff training.</p> <p>112.Develop and manage a quality improvement process.</p> <p>113.Schedule and evaluate employees</p> <p>114.Provide and participate in internal planning meetings.</p> <p>115.Provide lay-off aversion and business retention services.</p>
Systems Knowledge	<p>116.Know how social, organizational, and technical systems work and operate effectively with one another.</p> <p>117.Distinguish trends, predict impacts on system operations, diagnose deviations in system performance and correct malfunctions.</p> <p>118.Suggest modification to existing systems and develop new or alternative systems to improve performance.</p>
Specialized Skills	<p>119.Work with special and diverse populations in the local labor market.</p> <p>120.Provide employment services to people with disabilities</p> <p>121.Provide employment services in the prominent languages spoken in the local labor market.</p> <p>122.Serve the workplace needs of employers in the local labor market.</p> <p>123.Market services to the diverse employer base within the local labor market.</p> <p>124.Know economic development strategies and have the ability to implement those strategies.</p> <p>125.Develop public policy and communicate with policy-makers.</p> <p>126.Teaching</p> <p>127.Leadership</p>

- **The Competencies Work Group recommends the One-Stop Career Center System use the DACUM methodology periodically to reaffirm the core competencies.**
- **The Competencies Work Group recommends the One-Stop Career Center System utilize a systems approach to competency-building (See Appendix B).**



### III. Desired Worker Traits and Characteristics

Skills and knowledge are not the only elements to a competent staff. Hiring people with desired attributes and developing desired attributes in existing staff will have a major impact on the success of the service and of the competency system itself. Listed below are staff attributes that the Work Group found to be important to a One-Stop Center in California.

1. Enthusiasm	10. Flexibility	22. Sense of Humor
2. Commitment to Customer Service	11. Service-Orientation	23. Team Orientation
3. Common Sense	12. Resourcefulness	24. Concern for Others
4. Individual Responsibility	13. Problem Solver	25. Trustworthiness
5. Healthy Self-Esteem	14. Respect for Others	26. Conscientiousness
6. Sociability	15. Customer-Focus	27. Orientation for Detail
7. Self-Direction	16. Life Long Learning	28. Follow and Give Clear Directions
8. Has Integrity	17. Reliability	29. Maturity
9. Professional Demeanor	18. Adaptability	30. Organization
	19. Patience	31. Responsiveness
	20. Empathy	32. Ethics
	21. Courteousness	



## IV. Environmental Characteristics

The Work Group recognizes that a successful competency-building system would be strongly influenced by important environmental factors. Key environmental factors to be taken into consideration when planning and managing a One-Stop Center were identified below. These environmental characteristics are not represented in any order of preference.

<b>1. Appropriate, user-friendly technology which supports learning and communication such as computers, telephones, faxes, CD ROM and video equipment.</b> <b>2. User-friendly kiosk to be included as needed.</b> <b>3. Circulating career coaches and visitor greeters.</b> <b>4. Provision of on-site child care.</b> <b>5. Access to child care services as needed.</b>	<b>6. Functional classrooms to support training and education classes on-site.</b> <b>7. Space or rooms for self-directed activities.</b> <b>8. Accessible environment for disabled.</b> <b>9. Choice of information from an on-line source or in person.</b> <b>10. Appropriate dress for a professional environment.</b> <b>11. Positive atmosphere.</b> <b>12. Clean environment.</b>	<b>13. User-friendly.</b> <b>14. Professional atmosphere.</b> <b>15. Open, well lighted.</b> <b>16. Cooling colors.</b> <b>17. New or renovated building.</b> <b>18. Feeling of safety.</b> <b>19. Free parking available.</b> <b>20. Close proximity to food services.</b> <b>21. Easily accessible location and near public transportation.</b> <b>22. Live plants.</b> <b>23. Ergonomic work stations.</b>
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## **V. Implementation Strategies**

This section suggests a strategy for developing a voluntary system for building competencies and lists some implementation practices experienced by Work Group members.

### **Strategy for A Voluntary System**

The Work Group notes that participation and buy-in of management is required in all phases of the One-Stop Center competency or attribute development. Therefore, the following principles have been formulated into a strategy for implementing a voluntary system of building staff competencies:

- Determine the needs of the customers.
- Agree on the desired competencies, employee traits and characteristics for front-line staff.
- At first, hold separate training sessions for front-line staff and management to develop the stated competencies. Similar points would be covered in each training session with differences in emphasis for management and front-line staff.
- Management and staff competencies should be viewed as aspects of a system. Management and front-line staff training should support the constant improvement of the system.

Training for front-line staff and management should be held concurrently if possible. One group should not get ahead of the other in their level of understanding.

### **Some Best Practices**

These practices are offered as examples of cost-effective approaches to training and staff development which could be replicated or built upon in just about any one-stop environment.

“End of the Month” Training. Any specific day during the month that works best for the organization is reserved for on-going training such as working on particular certifications; providing informational training related to program services or referrals; using consultant-procured assistance on a particular program service; or bringing in community partners to talk about their services or training. Staff may be surveyed as to their training needs, and the “End of the Month” trainer is often selected on this basis. Examples of such sessions, 4 to 6 hours in length are:



- Team Building
- Assessment Tools and Techniques
- Alcohol and Drug Programs
- Older Workers
- Refugees
- Crisis Management

Tuition Reimbursement Programs. Employees may be reimbursed for all or part of the tuition while working toward a degree related to one's employment. Employees who benefit can be part or full time and may need to have seniority depending upon the personnel system in which a person is employed. Full or partial tuition is also reimbursed for short courses offering continuing education units (CEU). Examples:

- Services staff enrolled in approved programs in one county receive \$100.00 per semester for tuition/fees up to \$200.00 per year;
- B.A. or M.A. tuition reimbursement is \$300.00 per semester up to \$600.00 per year;
- Staff enrolled in supervision courses receive 100% payment by county;
- County pays 100% of fees for budgeting and project management classes taken by administrative staff.

On Site Training. If enough employees can be recruited or justified for on site training, local college system may do this cost effectively. Examples:

- University or Community College on-site training for staff and program operators on Career Counseling.
- On-site Legal Assistant and TQM training based on a variety of needs.
- Department of Rehabilitation ADA Unit with Disability Law Training.

Master Trainer Program. This program certifies employees to conduct training in required areas. Subject areas are determined by program need. Master trainers receive their regular salary and do not as a rule involve costs over and above this. Master trainers are themselves certificated to train based on "train the trainer" modules.

Inter-Program Training. Training on core issues from a panel of experts from partnership entities could be developed at no cost to the staff.

Joint Training Efforts. Through the local education system, collaborate on needed training such as computer instruction. Existing computer banks at local schools have been used to facilitate training with little or no cost to the participating entities.



**The Competencies Work Group recommends that the implementation of a competencies building system contains the following:**

- 1. Voluntary statewide competency standards. Do not mandate competency standards. Keep it simple.**
- 2. Develop local plans to build staff competencies utilizing the systems model.**
- 3. Conduct concurrent training sessions for front-line staff and management.**
- 4. Develop training partnerships to defray the cost of training and involve more partners.**
- 5. Conduct cross-training on services and related topics such as assessment, eligibility determination, case management, and orientation.**
- 6. Establish a statewide system for sharing training resources (videos, printed materials, course listings, etc.) with local partners and other One-Stop centers.**
- 7. Develop distance learning modules for training and development purposes.**
- 8. Conduct continuous marketing.**
- 9. Introduce staff to new business techniques and methodologies they may need to utilize (e.g., fee for service) as soon as possible.**
- 10. Conduct periodic DACUM sessions to validate the competencies list and model curriculum.**



## **VI. Legal and Ethical Issues**

### **Legal Issues**

When staff is performing employment-related functions including employment counseling, intake, interpreting assessment results, writing employment plans, discussing current labor market requirements, or approving referral and enrollment into training or work, they must always follow current employment-related laws and regulations. Failure to do so could ultimately result in a costly law suit. Laws and regulations that need to be a part of a training curriculum include:

- Section 504 of the Rehabilitation Act of 1973, as amended
- Americans with Disabilities Act (ADA) of 1990
- Individuals with Disabilities Education Act (IDEA)
- Equal Employment Opportunities Commission's (EEOC) Guidelines and regulations, including Uniform Guidelines
- Title VI of the Civil Rights Act of 1964, as amended
- Section 167 of the Job Training Partnership Act (JTPA) of 1982, as amended
- JOBS
- Greater Avenues towards INdependence (GAIN)
- 29 CFR 34, if it is a JTPA program
- School-to-Work Act of 1994
- Federal Employment Security Act (FESA)
- Welfare Regulations, including confidentiality
- Board of Psychology Standards
- American Psychological Association's Professional Guidelines and Code of Ethics
- Title IX of the Education Amendments of 1972, as amended
- The Age Discrimination Act of 1975, as amended
- The Age Discrimination in Employment Act (ADEA)
- Title 29 CFR Part 31
- Title 29 CFR Part 32
- Title 29 CFR Part 34

By receiving federal and state financial aid, a One-Stop Career Center is subject to equal opportunity laws, which are designed to prevent discrimination in employment and education. The One-Stop Career Centers must analyze the equal opportunity requirements of their funding sources to insure that their programs are in compliance with



those laws and regulations. If they are not, the One-Stop centers could be subject to law suits or grievances often filed directly with the US Department of Labor, Directorate of Civil Rights or the Equal Employment Opportunity Commission. Discrimination lawsuits often draw large financial awards that could ultimately be paid by the entities who are fiscally liable for the system. Individual staff and the One-Stop Career Center could also be named in a malpractice suit if the basic tenets of good assessment practices are not followed. These include interview practices at intake, use of various assessment methods, writing of the employment plan, which vouchers are awarded, use of job match systems that are not reliable and valid, confidentiality of client data, use of outdated labor market information, etc. For this reason, employment counseling staff often carry personal liability insurance.

By following these laws, one is providing quality customer service by insuring equal access to various programs and jobs, based on valid and current information, enabling the person to make an informed choice. The result would be quality workforce development for California's citizens. One needs to be alert to these issues because they often result in malpractice lawsuits or EEOC complaints and lawsuits. Examples of situations that have led to lawsuits around the country:

- Interpretation reliability is not maintained; i.e., staff are not retrained on administering and interpreting a questionnaire every 6 months.
- Individual is asked to describe any mental, emotional or physical problems they have during initial interviews.
- Females are told that research shows they are weak in math, so occupations in financial management are poor choices.
- Current labor market information is not available, so individuals are trained in skills not needed by local employers in today's workplace.
- Individuals are asked to take all the classes in a program, not to take classes that provide only the specific competencies they need.
- Tests are used that produce information on occupations not found in that labor market area.
- Staff do not know how to write employment plans or how to incorporate Section 504 (Rehabilitation Act of 1973) requirements into them.
- Staff who interpret tests and write employment plans do not meet the Test Publisher's requirements.
- Personality tests are administered for the specific job under consideration.



On a positive note, quality customer service would be provided by insuring equal access to One-Stop training programs and jobs, based on valid and current labor market information. This would enable a person to make an informed choice and thereby provide quality workforce development for California's citizens.

**The Competencies Work Group recommends that One-Stop curricula and training create an awareness of current laws and regulations as well as potential legal liabilities.**

### **Ethical Issues**

The Work Group recognized that a key attribute that must exist throughout a One-Stop center is that of ethics. Integrating programs and possibly staff into a single delivery system raises many ethical issues. The Work Group did not have the authority, time or resources to fully develop the ethical issues that relate to operating a One-Stop Center. However, from their experience, the members of the Work Group wanted to state the ethics issues that came mind that could be the basis for a complete study.

#### Obvious Issues

- Confidentiality of information.
- Self-determination of client vis-à-vis performance objectives of service provider.
- Informed consent.
- Information given to the client about the extent to which his/her records may be viewed by staff from partner agencies.
- Assessment.
- Copyrighted materials.
- Employment discrimination.

#### Subtle Issues

- Cross-cultural training for working with special populations: women, cultural minorities, immigrants, the disabled, the elderly, and persons with the AIDS virus.
- Maintenance of confidentiality is dependent upon the cooperation from members from other organizations.
- Selective standards of confidentiality must be negotiated and clearly communicated so all are clear about who has access to what documents.
- "One size fits all" approach to service delivery.



- Client assumptions about the qualifications and expertise of staff assisting them.
- Staff knowledge of and adherence to the limitations of their training.
- Computer-assisted career guidance appropriately integrated into other facets of program.

**The Competencies Work Group recommends that a new work group or a subgroup of the competencies work group be charged with further researching ethical issues that relate to the One-Stop Career Center System for inclusion into One-Stop staff training.**



## **VII. Certification: Pros and Cons**

Certification is a formal evaluation process that validates an individual's proficiency standard for a professional or technical area. The Work Group debated the pros and cons of a One-Stop staff certification. Certification, if it is done at all, would be in a later phase of developing a competency-building system. Prior to certification, a model curriculum would need to be developed to support the recommended staff competencies. Although the Work Group did not recommend a strategy on certification, it was generally agreed by the Work Group members that some mention of the subject should be brought into the broader discussion of competency-building.

The Work Group's debate on certification was framed through several questions to determine whether or not to create a certification procedure -- Who should be certified? What would be the impact on the One-Stop system? How should the certification be conducted? Who would pay the cost of certification? It was generally agreed that a future discussion or research on staff certification should include these issues:

- The purpose of certification: the proficiencies needed and why.
- The relationship of the proficiencies to the job and to the overall program quality.
- Appropriate determination and measurement of the proficiencies.
- Implementation of a certification process.

Based on the experience of the members of the Competencies Work Group and based on the success of certification processes known to the members, an ideal certification process would include:

- A clear performance objective.
- Performance proficiencies or core competencies.
- A curriculum that would develop those competencies
- Training to master the basic skills and competencies.
- Coaching for individuals to reinforce the training.
- Support of individual development.
- Periodic assessment of the proficiency of those previously certified.
- A code of performance to judge an individual's proficiency.
- Certification of those who demonstrate mastery.





Here's a brief look at the pros and cons of certification.

**Pros to Certification:**

- Establishes professional accountability for mastery of existing and new knowledge.
- Provides a means to separate individuals who are competent from those who are not.
- Is an investment in workforce preparation.
- Validates proficiency standards.
- Works to protect the system from litigation.

**Cons to Certification:**

- Possible incompatibility with the current philosophical assumptions of various partners.
- A process does not currently exist. It is unclear at this time who will be responsible to provide the certification -- a professional association, state or local agency, a political body or educational facility.
- There are no established benchmarks for proficiency standards or core competencies.
- There would be a cost to someone.
- It could develop a "have and have not" culture in a One-Stop environment.
- The certification itself could be the subject of litigation, if not developed and implemented properly.

**The Competencies Work Group recommends the One-Stop Career Center System develop a voluntary certification process for professional and technical staff.**



## VIII. Next Steps

Along the way to accomplishing its mission, the Competencies Work Group uncovered some new issues that need to be researched. The members of the Work Group believe that this work group should remain in tact and be empowered to research these new issues.

**The Competencies Work Group recommends the following next steps toward developing a system of voluntary competencies:**

- 1. Convert the recommended staff competencies into a model curriculum.**
- 2. Research the availability of education and training courses that would meet the model curricula and conduct a gap analysis.**
- 3. Develop curricula where gaps exist.**
- 4. Study and recommend various approaches for delivering front-line education and training.**
- 5. Study and recommend competencies for One-Stop management.**
- 6. Determine educational and professional equivalencies to correspond to the model curriculum.**
- 7. Establish competency measurements and recommend measurement tools as appropriate.**



## **Appendix A: One-Stop Competencies Work Group Members**

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## Appendix B: A Systems Model

The Work Group reviewed the competency-building methods and practices of national organizations such as the Secretary's Commission on Achieving Necessary Skills (SCANS), National Occupational Information Coordinating Committee (NOICC), the National Association of Workforce Development Professionals (NAWDP). The Work Group also looked at states such as Maryland, Missouri, Michigan, Indiana and Oregon. The Work Group recognized that a system for approaching the development of voluntary core competencies could be described. The Work Group realized that building the core competencies of front-line One-Stop staff cannot exist in isolation. The Work Group thereby developed the systems model for developing front-line competencies. This model closely follows that of a classic quality improvement model developed by Dr. W. Edwards Deming. In this model the group substituted the titles of Deming's four phases (Plan, Do, Check, Act) with Planning, Performance, Measurement and Interpretation.

The Work Group focused on the planning phase and certain aspects of the performance phase of the competency system. The Work Group did not investigate the measurement or the interpretation of these measurements. These elements of the system will be addressed by other Work Groups, namely the State Job Training Coordinating Committee's Work Groups on the Consumer Report System and Performance Accountability. In addition, local One-Stop managers will have input into these elements of the system. The competency Work Group identified the following key elements of the systems model:

### Planning

- Analytical Tools for Competency Building
- Measurable Front-Line Staff Competencies
- Desired Attributes
- Environmental Characteristics

### Measurement

- Consumer Reports System

### Performance

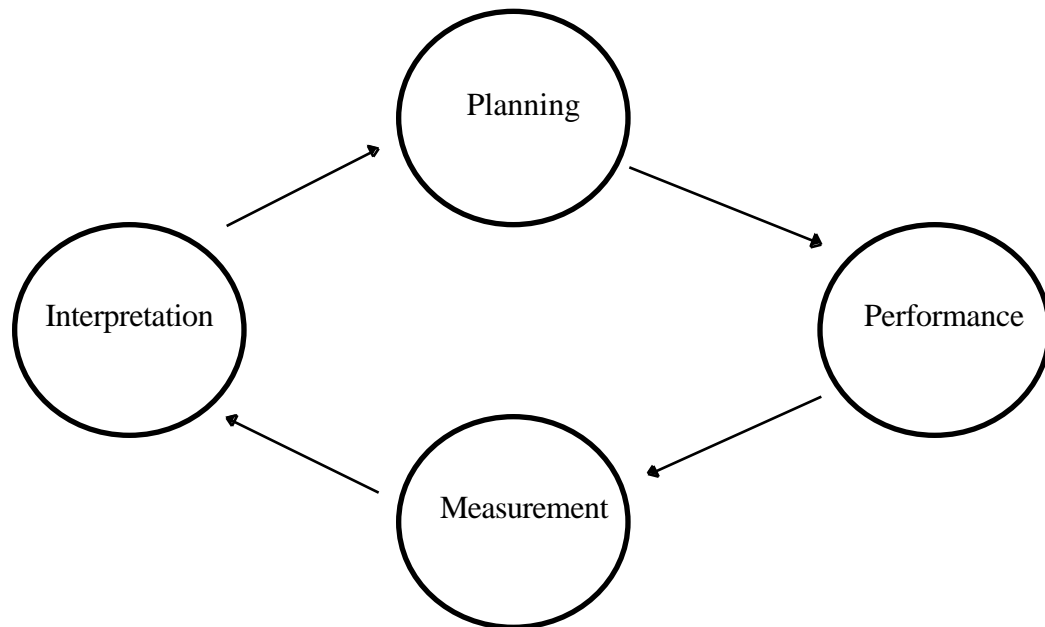
- Career Development Tools
- Implementation Strategies
- System Maintenance Through Staff Development Programs

### Interpretation

- Local One-Stop Management



Systems Model for Competency-Building  
Figure 1





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